

GRADE 3: WORKING TOGETHER

Considerations for Curriculum Development

Third Grade Contextual Theme: Society

My community and communities around the world.

Assumptions and Goals of Curriculum Development

The focus of grade 3 will be to further extend students' understandings of the concept community as teachers shift their instruction to include global communities. Students will continue to expand their perspectives beyond just their roles in society to the global society at large, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. It should also be at this grade level when teachers deliberately incorporate more in-depth global studies wherever appropriate. Throughout grade 3, students should be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

Summative grade level compelling questions may include, but are not limited to, the following:

How are the roles, rules and responsibilities of citizens different in world communities?
How have world communities change over time?
Does everyone want and need the same things?
How are people around the world connected to each other?

Contextual Inquiries by Disciplinary Core Concept

Civic Mindedness

How do people in different world communities celebrate holidays?
How do community leaders differ among world communities?
How are governments similar and different around the world?
How do symbols represent citizenship in world communities?
Do the ways communities make rules or laws differ around the world?
Do people around the world share the same amount of liberty, freedom, justice and equality?

Economic Decision Making

Do all communities in the world have the same resources?
How do people in different world communities use resources?
How do people around the world earn and spend money?
How do people in one community depend on other communities in the world?
How has technology impacted the development communities around the world?
How do people in different communities around the world make economic decisions?

Geographical Reasoning

What is a civilization?
How does culture move from various places in the world?
How do beliefs, values and traditions vary among communities of the world?
How can we use maps to locate world communities?
What is the relationship between physical features of the earth and where people live?
What do world regions tell us about the people who live there?
Why do people live where they do?
Are the ways people in world communities modify and adapt to their environments similar or different?
How do people in different world communities celebrate holidays?

Historical Thinking

Why should we read a variety of primary and secondary sources to learn what people thought about events of the past?
What can art, music and artifacts tell us about the past?
How can we study important events using timelines?
Who are significant world figures of the past?
What historical events changed world communities?

Civic Mindedness

3.CM.1 Civic and Political Institutions *Explain how citizens engage in democratic processes and practice civic responsibility through government.*

3.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles *Demonstrate civic virtues, democratic principles and respect for various perspectives.*

3.CM.3 Processes, Rules and Laws *Compare decision-making procedures in a variety of circumstances to address issues.*

Key Idea: When citizens participate in democratic processes, decisions will benefit the general welfare of society.

Students, who demonstrate understanding of these standards, can address the following compelling questions:

Why should I practice civic responsibility?

How can working together benefit society?

Are decision-making procedures the same everywhere?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

What are civic responsibilities?

What are civic virtues?

What are decision-making procedures?

Fundamental Understandings:

Students will understand the following:

- Society benefits when citizens responsibly participate in a democracy.
- A democracy is more effective when citizens cooperate with each other.
- Rules are influenced by various decision-making procedures.
- Other countries have different rules and different civic responsibilities.

Key Concepts:

May include, but are not limited to the following: cause and effect, choices, circumstances, citizens, civic participation, civic responsibilities, civic virtues, classroom rules, communities, community forums, community leaders, competition, compromise, conflict, decision-making procedures, democracy, democratic principles, diversity, issues, democratic processes, elections, general welfare, government, law making process, majority rule, perspectives, pros and cons, public forums, recycling, resolution, respect, responsibilities, rules, security, services, volunteering, voting, etc.

Economic Decision Making

3.EDM.4 Economic Decision Making *Explain how economic decisions are affected by opportunity costs.*

3.EDM.5 Exchange and Markets *Explain the role of money and financial institutions in economic markets.*

3.EDM.6 National Economy *Describe ways people can increase productivity by using improved capital goods and human capital.*

3.EDM.7 Global Economy *Describe and give examples of economic interdependence.*

Key Idea: There are costs and benefits associated with economic decisions and transactions.

Students, who demonstrate understanding of these standards, can address the following compelling questions:

Do we have to give up something when we make economic decisions?

Why do I need money?

How do education and technology increase productivity?

Why does my community not provide everything I need?

Why do other communities around the world make different economic decisions than mine?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

What is a trade-off?

What is money?

What is productivity?

What is economic interdependence?

Fundamental Understandings:

Students will understand the following:

- We have to compare the costs and benefits of something when making economic decisions.
- Money serves as a medium of exchange in economic markets.
- Producers are more efficient when they improve their resources.
- Communities rely on one another to provide certain goods and services.
- Different communities have different needs and wants.

Key Concepts:

May include, but not limited to the following: alternatives, banks, capital goods, cause and effect, correlations, cost-benefit analysis, division of labor, economic interdependence, education, factories, financial capital, fundamental economic questions, economic decisions, economic markets, financial institutions, goods, human capital, innovation, machinery, market transactions, money, movement, needs, opportunity costs, productivity, relationships, resources, savings accounts, scarcity, services, specialization, technology, trade, trade-offs, wants, etc.

Geographical Reasoning

3.GR.8 Spatial Views of the World *Construct various geographical representations of both familiar and unfamiliar places.*

3.GR.9 Human-Environment Interaction *Explain how the culture of places and regions influences how people modify and adapt to their environments.*

3.GR.10 Human Populations Spatial Patterns and Movements *Explain how human settlements and movements relate to the availability of natural resources.*

3.GR.11 Global Interconnections *Describe how changes in physical and cultural characteristics of world regions affect people.*

Key Idea: Culture and the environment affect human activities.

Students, who demonstrate an understanding of these standards, can address the following compelling questions:

Why do we use different types of maps?

How is culture related to the environment?

Why do people live where they do?

How can changes cause opportunities or conflict?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

What are the different types of maps?

What are the roles and effects of culture?

Where are people located around the world?

What are different world regions?

Fundamental Understandings:

Students will understand the following:

- Maps communicate useful information.
- Both culture and the environment influence people.
- The availability of resources affects where people can live.
- People move or adapt as a result of environmental and human changes.

Key Concepts:

May include, but not limited to the following: adaptations, charts, climate, culture, cultural characteristics, diagrams, directions, environment, geographical representations, graphs, human settlements, keys, landscape, legends, maps, modifications, movement, physical characteristics, physical features, places, push and pull factors, regions, resources, scarcity, supply and demand, symbols, technology, weather, etc.

Historical Thinking

3.HT.12 Chronological Reasoning: Causation and Continuity *Create and use chronological sequences of events to explain probable causes and effects of historical developments and events.*

3.HT.13 Historical Understanding: Contextualization and Perspectives *Compare and explain why individuals and groups during the same historical period differed in their perspectives.*

3.HT.14 Historical Arguments *Determine the cause(s) of historical developments and events by examining secondary sources.*

3.HT.15 Interpretation and Synthesis *Compare information provided by different historical sources about the past to identify multiple points of view.*

Key Idea: Peoples' perspectives of the past can be understood by comparing different types of sources and multiple accounts of the same event.

Students, who demonstrate understanding of these standards, can address the following compelling questions:

What are possible relationships between events?

Did everyone feel the same way?

How can we get more information about the past?

Why do we need to hear more than one side of a story?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

What is a chronological sequence?

What influenced a person's perspective in the past?

What is a secondary source?

What is bias?

Fundamental Understandings:

Students will understand the following:

- A chronological sequence shows events along with their causes and effects.
- Many factors caused people's perspectives to be different in the past.
- Secondary sources may include multiple primary sources.
- Similarities and differences in points of view can be seen by reading multiple sources of the same event.

Key Concepts:

May include, but not limited to the following: cause and effect, chronological sequences, evidence, historical developments, historical events, historical periods, historical sources, perspectives, points of view, primary sources, secondary sources, timelines, etc.